



June 2008

**DEPARTMENT OF EDUCATION**  
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 4

Test Date: March 2008  
Code: 12501722  
SAU: MSAD 56  
School: Stockton Springs Elementary

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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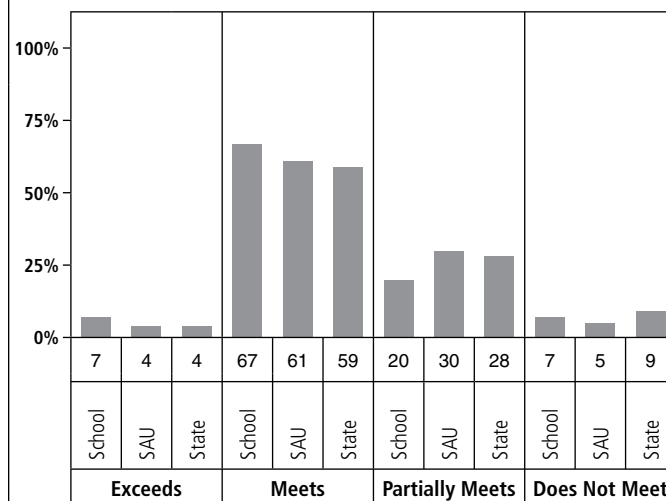
# SUMMARY OF SCORES

Test Date: March 2008  
Grade: 4  
SAU: MSAD 56  
School: Stockton Springs Elementary

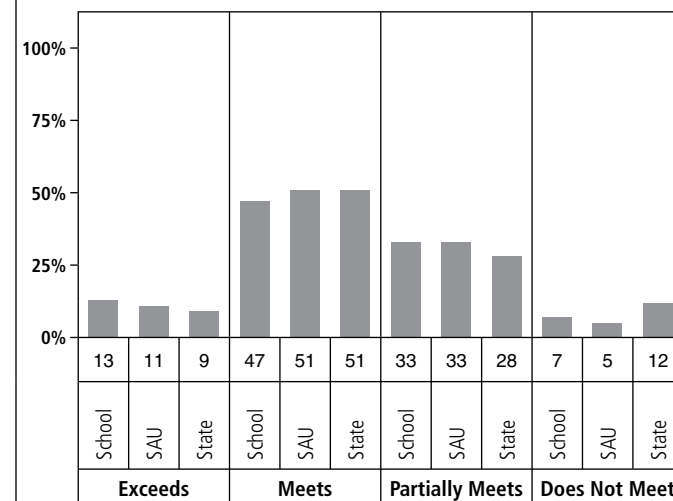
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2005–2006	445	442	444
2006–2007	441	442	445
<b>2007–2008</b>	<b>447</b>	<b>444</b>	<b>445</b>
Cum. Avg. *	444	443	445
<b>Mathematics</b>			
2005–2006	444	441	444
2006–2007	445	442	445
<b>2007–2008</b>	<b>450</b>	<b>448</b>	<b>445</b>
Cum. Avg. *	446	444	445
<b>Science &amp; Technology</b>			
2005–2006	442	439	444
2006–2007	443	439	444
<b>2007–2008</b>	<b>443</b>	<b>443</b>	<b>444</b>
Cum. Avg. *	443	440	444

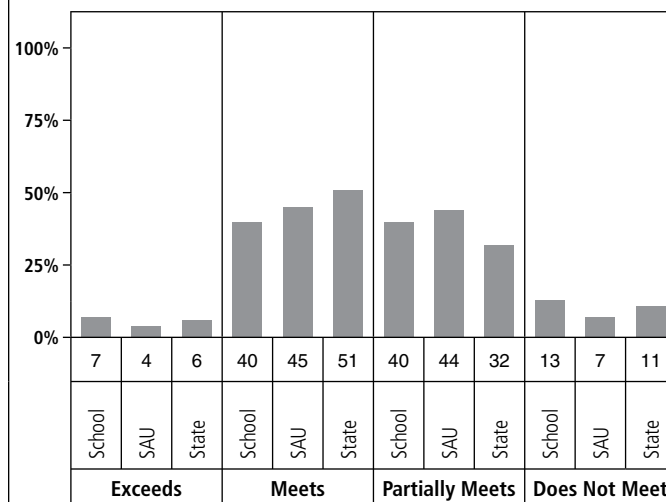
## ELA – READING



## MATHEMATICS



## SCIENCE AND TECHNOLOGY



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008  
 Grade: 4  
 SAU: MSAD 56  
 School: Stockton Springs Elementary

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																							
							ELA-Reading						Mathematics						Science and Technology											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	15	100	57	100	14207	100	15	100	57	100	14181	100	15	100	56	98	14123	100	15	100	56	98	14115	99						
Ethnicity African American/Black	0	0	1	2	390	3	0	0	1	100	388	99	0	0	1	100	388	99	0	0	1	100	386	99						
American Indian or Native Alaskan	1	7	2	4	101	1	1	100	2	100	101	100	1	100	2	100	101	100	1	100	2	100	101	100						
Asian or Pacific Islander	0	0	0	0	263	2	0	0	0	0	259	98	0	0	0	0	262	100	0	0	0	0	262	100						
Hispanic	0	0	0	0	170	1	0	0	0	0	168	99	0	0	0	0	166	98	0	0	0	0	166	98						
Caucasian/White	14	93	54	95	13282	93	14	100	54	100	13264	100	14	100	53	98	13205	100	14	100	53	98	13199	99						
Not Reported	0	0	0	0	1	0	0	0	0	0	1	100	0	0	0	0	1	100	0	0	0	0	1	100						
Identified disability	5	33	18	32	2524	18	5	100	18	100	2514	100	5	100	18	100	2498	99	5	100	18	100	2494	99						
Current LEP	0	0	0	0	385	3	0	0	0	0	377	98	0	0	0	0	383	99	0	0	0	0	380	99						
Economically disadvantaged	8	53	36	63	5587	39	8	100	36	100	5569	100	8	100	36	100	5538	99	8	100	36	100	5534	99						
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100	0	0	0	0	5	100						

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics						Science and Technology											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	12	80	43	75	10755	76	12	80	42	74	10730	76	12	80	42	74	10776	76						
Identified disability (PET/IEP)	2	17	4	9	375	3	2	17	4	10	374	3	2	17	4	10	384	4						
LEP	0	0	0	0	148	1	0	0	0	0	148	1	0	0	0	0	150	1						
504 plan	0	0	0	0	114	1	0	0	0	0	114	1	0	0	0	0	115	1						
Participation with accommodations	3	20	13	23	3298	23	3	20	13	23	3267	23	3	20	13	23	3215	23						
Identified disability (PET/IEP)	3	100	13	100	2013	61	3	100	13	100	1998	61	3	100	13	100	1986	62						
LEP	0	0	0	0	225	7	0	0	0	0	233	7	0	0	0	0	229	7						
504 plan	0	0	0	0	69	2	0	0	0	0	68	2	0	0	0	0	67	2						
Other	0	0	0	0	1046	32	0	0	0	0	1023	31	0	0	0	0	987	31						
Participation through alternate assessment (PAAP)	0	0	1	2	126	1	0	0	1	2	126	1	0	0	1	2	124	1						
Identified disability (PET/IEP)	0	0	1	100	126	100	0	0	1	100	126	100	0	0	1	100	124	100						
LEP	0	0	0	0	2	2	0	0	0	0	2	2	0	0	0	0	1	1						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	2	0																		
Approved non-participation – special consideration	0	0	0	0	15	0	0	0	0	0	16	0	0	0	0	0	12	0						
Non-participation – other	0	0	0	0	11	0	0	0	1	2	68	0	0	0	1	2	80	1						

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2008  
Grade: 4  
SAU: MSAD 56  
School: Stockton Springs Elementary

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 461–480)	2005-2006	0	0	1	2	601	4
	2006-2007	0	0	2	4	507	4
	<b>2007-2008</b>	<b>1</b>	<b>7</b>	<b>2</b>	<b>4</b>	<b>559</b>	<b>4</b>
	Cum. Total*	1	2	5	3	1667	4
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 441–460)	2005-2006	11	69	26	50	7910	57
	2006-2007	6	43	26	47	8749	63
	<b>2007-2008</b>	<b>10</b>	<b>67</b>	<b>34</b>	<b>61</b>	<b>8308</b>	<b>59</b>
	Cum. Total*	27	60	86	53	24967	60
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 431–440)	2005-2006	4	25	19	37	3970	29
	2006-2007	5	36	16	29	3467	25
	<b>2007-2008</b>	<b>3</b>	<b>20</b>	<b>17</b>	<b>30</b>	<b>3922</b>	<b>28</b>
	Cum. Total*	12	27	52	32	11359	27
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 400–430)	2005-2006	1	6	6	12	1421	10
	2006-2007	3	21	11	20	1165	8
	<b>2007-2008</b>	<b>1</b>	<b>7</b>	<b>3</b>	<b>5</b>	<b>1264</b>	<b>9</b>
	Cum. Total*	5	11	20	12	3850	9

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Total Reading Cluster</b>	<b>48</b>	<b>100</b>	31.1	64.8	29.6	61.7	29.7	61.9
<b>Literary Text</b>	<b>24</b>	<b>50</b>	16.3	67.9	15.6	65.0	15.5	64.6
<b>Informational Text</b>	<b>24</b>	<b>50</b>	14.8	61.7	14.0	58.3	14.2	59.2

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 4  
 SAU: MSAD 56  
 School: Stockton Springs Elementary

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	15	1	7	10	67	3	20	1	7	447	56	4	61	30	5	444	14053	4	59	28	9	445
<b>Ethnicity</b>																						
African American/Black	0										1						384	1	36	35	28	438
American Indian or Native Alaskan	1										2						101	1	46	44	10	442
Asian or Pacific Islander	0										0						259	6	61	22	11	445
Hispanic	0										0						164	0	45	38	16	440
Caucasian/White	14	1	7	9	64	3	21	1	7	447	53	4	60	30	6	444	13144	4	60	28	8	445
Not Reported	0										0						1					
<b>Identified disability</b>																						
Yes	5	0	0	3	60	1	20	1	20	440	17	0	41	41	18	439	2388	0	29	44	26	437
No	10	1	10	7	70	2	20	0	0	450	39	5	69	26	0	447	11665	5	65	25	6	446
<b>Current LEP</b>																						
Yes	0										0						373	1	32	35	32	436
No	15	1	7	10	67	3	20	1	7	447	56	4	61	30	5	444	13680	4	60	28	8	445
<b>Economically disadvantaged</b>																						
Yes	8	0	0	6	75	1	13	1	13	443	35	0	66	29	6	443	5502	1	47	37	14	441
No	7	1	14	4	57	2	29	0	0	451	21	10	52	33	5	447	8551	6	67	22	5	447
<b>Migrant</b>																						
Yes	0										0						5	0	40	60	0	445
No	15	1	7	10	67	3	20	1	7	447	56	4	61	30	5	444	14048	4	59	28	9	445
<b>Gender</b>																						
Female	10	1	10	7	70	1	10	1	10	450	32	3	75	16	6	446	6959	5	61	26	8	446
Male	5	0	0	3	60	2	40	0	0	441	24	4	42	50	4	442	7093	3	57	30	10	444
Not Reported	0										0						1					
<b>Title 1A targeted program</b>																						
Yes	9	0	0	6	67	3	33	0	0	442	19	0	58	42	0	442	1890	0	37	46	17	439
No	6	1	17	4	67	0	0	1	17	453	37	5	62	24	8	446	12163	5	63	25	8	446
<b>Gifted/talented program</b>																						
Yes	1										1						266	21	74	4	0	456
No	14	1	7	9	64	3	21	1	7	446	55	4	60	31	5	444	13787	4	59	28	9	445

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA–READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
 Grade: 4  
 SAU: MSAD 56  
 School: Stockton Springs Elementary

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	7	0	0	0	0	0	0	1	100	430	4	0	0	50	50	435	5	1	42	36	21	440
B. less than one hour	67	1	10	6	60	3	30	0	0	446	75	5	66	27	2	445	74	4	62	27	7	445
C. one to two hours	20	0	0	3	100	0	0	0	0	455	18	0	60	30	10	443	18	5	59	29	7	446
D. more than two hours	7	0	0	1	100	0	0	0	0	446	4	0	50	50	0	441	2	3	32	34	31	438
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	40	0	0	6	100	0	0	0	0	448	33	6	78	11	6	446	30	6	63	24	7	446
B. They match some of what I have learned.	40	0	0	4	67	2	33	0	0	447	51	0	61	36	4	444	52	4	63	27	6	446
C. They match just a little of what I have learned.	7	1	100	0	0	0	0	0	0	464	9	20	60	20	0	448	12	2	46	37	15	441
D. There is no match.	13	0	0	0	0	1	50	1	50	435	7	0	0	75	25	437	5	0	33	40	26	437
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	47	0	0	4	57	2	29	1	14	445	42	0	61	30	9	444	35	7	66	20	6	448
B. good	47	1	14	5	71	1	14	0	0	449	49	7	67	22	4	445	51	3	60	29	7	445
C. fair	7	0	0	1	100	0	0	0	0	442	5	0	67	33	0	441	12	1	44	40	16	440
D. poor	0										4	0	0	100	0	440	2	0	23	47	30	436
<b>How hard was the reading part of this test?</b>																						
A. harder than my regular schoolwork	7	0	0	0	0	0	0	1	100	430	20	0	45	36	18	440	19	2	46	34	17	442
B. about the same as my regular schoolwork	67	1	10	7	70	2	20	0	0	450	67	5	68	24	3	446	62	5	64	26	5	446
C. easier than my regular schoolwork	27	0	0	3	75	1	25	0	0	443	13	0	57	43	0	442	18	3	58	29	10	444
<b>How hard were the reading passages on this test?</b>																						
A. Most of the passages were more difficult than what I usually read.	8	0	0	0	0	0	0	1	100	430	17	0	33	56	11	440	14	0	32	46	22	438
B. Most of the passages were about the same as what I usually read.	77	0	0	8	80	2	20	0	0	448	64	3	76	18	3	446	52	3	62	28	7	445
C. Most of the passages were easier than what I usually read.	15	0	0	1	50	1	50	0	0	439	19	0	40	50	10	440	33	7	68	20	5	448
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	7	0	0	1	100	0	0	0	0	442	7	0	75	25	0	444	18	7	64	22	7	447
B. 20 minutes to an hour	47	0	0	6	86	1	14	0	0	451	56	3	71	19	6	446	55	4	64	26	6	446
C. less than 20 minutes	33	0	0	3	60	2	40	0	0	442	27	0	53	47	0	442	14	2	53	33	12	443
D. I rarely read at home.	13	1	50	0	0	0	0	1	50	447	9	20	20	40	20	444	13	1	44	39	16	441
<b>How many pages do you read in school and to complete homework assignments?</b>																						
A. five or fewer pages	38	1	20	2	40	1	20	1	20	443	40	5	57	33	5	444	23	3	50	34	13	442
B. six to ten pages	46	0	0	4	67	2	33	0	0	443	21	9	64	27	0	445	25	3	60	29	8	444
C. eleven or more pages	15	0	0	2	100	0	0	0	0	458	40	0	62	29	10	444	52	5	64	24	6	446
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

# MATHEMATICS RESULTS

Test Date: March 2008  
Grade: 4  
SAU: MSAD 56  
School: Stockton Springs Elementary

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 461–480)	2005-2006	0	0	2	4	1294	9
	2006-2007	1	7	3	5	1054	8
	<b>2007-2008</b>	<b>2</b>	<b>13</b>	<b>6</b>	<b>11</b>	<b>1321</b>	<b>9</b>
	Cum. Total*	3	7	11	7	3669	9
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 441–460)	2005-2006	9	56	22	42	7000	50
	2006-2007	6	43	23	41	7394	53
	<b>2007-2008</b>	<b>7</b>	<b>47</b>	<b>28</b>	<b>51</b>	<b>7079</b>	<b>51</b>
	Cum. Total*	22	49	73	45	21473	51
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 429–440)	2005-2006	6	38	19	37	3784	27
	2006-2007	6	43	20	36	3729	27
	<b>2007-2008</b>	<b>5</b>	<b>33</b>	<b>18</b>	<b>33</b>	<b>3955</b>	<b>28</b>
	Cum. Total*	17	38	57	35	11468	27
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 400–428)	2005-2006	1	6	9	17	1894	14
	2006-2007	1	7	10	18	1735	12
	<b>2007-2008</b>	<b>1</b>	<b>7</b>	<b>3</b>	<b>5</b>	<b>1642</b>	<b>12</b>
	Cum. Total*	3	7	22	13	5271	13

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	10.3	68.7	10.1	67.3	9.5	63.3
Cluster 2: Shape and Size	14	29	9.7	69.3	9.5	67.9	9.1	65.0
Cluster 3: Mathematical Decision Making	5	10	3.8	76.0	3.6	72.0	3.4	68.0
Cluster 4: Patterns	14	29	10.5	75.0	9.8	70.0	9.7	69.3

- Cluster 1: Numbers and Operations**  
A. Numbers and Number Sense  
B. Computation  
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**  
E. Geometry  
F. Measurement
- Cluster 3: Mathematical Decision Making**  
C. Data Analysis and Statistics  
D. Probability
- Cluster 4: Patterns**  
G. Patterns, Relations, and Functions  
H. Algebra Concepts  
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 4  
 SAU: MSAD 56  
 School: Stockton Springs Elementary

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	15	2	13	7	47	5	33	1	7	450	55	11	51	33	5	448	13997	9	51	28	12	445
<b>Ethnicity</b>																						
African American/Black	0										1						386	4	26	34	36	434
American Indian or Native Alaskan	1										2						101	3	46	41	11	442
Asian or Pacific Islander	0										0						262	14	51	23	12	447
Hispanic	0										0						162	4	41	34	21	440
Caucasian/White	14	2	14	7	50	4	29	1	7	451	52	10	54	31	6	448	13085	10	51	28	11	446
Not Reported	0										0						1					
<b>Identified disability</b>																						
Yes	5	0	0	3	60	1	20	1	20	445	17	0	41	47	12	442	2372	3	31	36	30	436
No	10	2	20	4	40	4	40	0	0	453	38	16	55	26	3	450	11625	11	54	27	8	447
<b>Current LEP</b>																						
Yes	0										0						381	4	33	28	35	435
No	15	2	13	7	47	5	33	1	7	450	55	11	51	33	5	448	13616	10	51	28	11	445
<b>Economically disadvantaged</b>																						
Yes	8	0	0	4	50	3	38	1	13	445	35	9	51	31	9	446	5472	5	41	35	19	440
No	7	2	29	3	43	2	29	0	0	457	20	15	50	35	0	451	8525	13	56	24	7	448
<b>Migrant</b>																						
Yes	0										0						5	0	80	20	0	448
No	15	2	13	7	47	5	33	1	7	450	55	11	51	33	5	448	13992	9	51	28	12	445
<b>Gender</b>																						
Female	10	2	20	4	40	3	30	1	10	452	31	13	55	29	3	449	6933	9	50	29	12	445
Male	5	0	0	3	60	2	40	0	0	447	24	8	46	38	8	446	7063	10	51	27	11	446
Not Reported	0										0						1					
<b>Title 1A targeted program</b>																						
Yes	9	0	0	4	44	5	56	0	0	444	18	6	39	50	6	444	1890	2	34	41	23	438
No	6	2	33	3	50	0	0	1	17	460	37	14	57	24	5	450	12107	11	53	26	10	446
<b>Gifted/talented program</b>																						
Yes	1										1						266	45	49	5	0	461
No	14	1	7	7	50	5	36	1	7	448	54	9	52	33	6	447	13731	9	51	29	12	445

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
Grade: 4  
SAU: MSAD 56  
School: Stockton Springs Elementary

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	7	0	0	0	0	0	0	1	100	428	4	0	0	50	50	430	5	6	34	33	27	438
B. less than one hour	67	2	20	4	40	4	40	0	0	451	75	15	51	34	0	450	74	10	52	28	10	446
C. one to two hours	20	0	0	3	100	0	0	0	0	460	18	0	70	10	20	446	18	10	52	28	10	446
D. more than two hours	7	0	0	0	0	1	100	0	0	436	4	0	0	100	0	433	2	5	33	28	34	436
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	33	1	20	3	60	1	20	0	0	458	42	17	48	30	4	451	38	13	56	23	8	448
B. They match some of what I have learned.	40	1	17	2	33	3	50	0	0	451	49	7	56	33	4	447	48	8	52	29	10	445
C. They match just a little of what I have learned.	7	0	0	1	100	0	0	0	0	454	4	0	50	50	0	447	10	4	35	39	22	439
D. There is no match.	20	0	0	1	33	1	33	1	33	435	5	0	33	33	33	435	4	2	25	33	40	433
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	40	1	17	3	50	1	17	1	17	450	33	22	50	17	11	451	35	16	55	20	8	449
B. good	53	1	13	4	50	3	38	0	0	452	47	8	58	35	0	449	48	7	52	31	11	445
C. fair	0										16	0	44	56	0	440	14	3	41	38	18	440
D. poor	7	0	0	0	0	1	100	0	0	440	4	0	0	50	50	434	3	1	29	36	34	435
<b>How hard was the mathematics part of this test?</b>																						
A. harder than my regular schoolwork	0										4	0	50	50	0	443	15	4	38	33	25	439
B. about the same as my regular schoolwork	80	2	17	5	42	5	42	0	0	452	83	13	49	33	4	448	64	10	54	28	9	446
C. easier than my regular schoolwork	20	0	0	2	67	0	0	1	33	443	13	0	57	29	14	444	21	13	52	24	11	447
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	27	0	0	3	75	1	25	0	0	448	38	5	57	29	10	445	23	8	47	29	16	443
B. two or three days a week	33	1	20	3	60	0	0	1	20	456	33	22	39	33	6	450	36	11	54	27	9	447
C. two or three times each month	27	0	0	1	25	3	75	0	0	443	16	0	56	44	0	446	25	10	53	27	10	446
D. never or almost never	13	1	50	0	0	1	50	0	0	457	13	14	57	29	0	450	16	9	46	32	13	444
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	7	0	0	0	0	1	100	0	0	430	4	50	0	50	0	452	5	3	30	33	33	436
B. two or three days a week	21	0	0	1	33	1	33	1	33	440	30	6	63	25	6	446	19	8	50	30	12	445
C. two or three times each month	43	1	17	4	67	1	17	0	0	457	48	12	50	31	8	448	38	11	55	26	8	447
D. never or almost never	29	1	25	2	50	1	25	0	0	458	19	10	50	40	0	448	38	9	50	29	12	445
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	7	0	0	1	100	0	0	0	0	460	11	33	33	33	0	452	8	3	33	38	25	438
B. 30–45 minutes	13	0	0	1	50	1	50	0	0	443	24	8	77	15	0	450	27	6	48	33	13	443
C. 45–60 minutes	47	1	14	2	29	3	43	1	14	446	31	6	35	41	18	442	38	11	54	26	9	447
D. more than 60 minutes	33	1	20	3	60	1	20	0	0	457	35	11	53	37	0	450	26	13	55	23	9	448
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

# SCIENCE AND TECHNOLOGY RESULTS

Test Date: March 2008  
Grade: 4  
SAU: MSAD 56  
School: Stockton Springs Elementary

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems using the processes of scientific inquiry, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 461–480)	2005-2006	0	0	0	0	751	5
	2006-2007	1	7	1	2	963	7
	<b>2007-2008</b>	<b>1</b>	<b>7</b>	<b>2</b>	<b>4</b>	<b>882</b>	<b>6</b>
	Cum. Total*	2	4	3	2	2596	6
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems using the processes of scientific inquiry and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 441–460)	2005-2006	8	50	22	42	7251	52
	2006-2007	5	36	21	38	6824	49
	<b>2007-2008</b>	<b>6</b>	<b>40</b>	<b>25</b>	<b>45</b>	<b>7130</b>	<b>51</b>
	Cum. Total*	19	42	68	42	21205	51
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems using scientific inquiry but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 429–440)	2005-2006	7	44	22	42	4514	32
	2006-2007	5	36	18	32	4382	32
	<b>2007-2008</b>	<b>6</b>	<b>40</b>	<b>24</b>	<b>44</b>	<b>4433</b>	<b>32</b>
	Cum. Total*	18	40	64	39	13329	32
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and use the skills of scientific inquiry. There are many inaccuracies and explanations are illogical, incomplete, or missing. (scaled score 400–428)	2005-2006	1	6	8	15	1458	10
	2006-2007	3	21	16	29	1735	12
	<b>2007-2008</b>	<b>2</b>	<b>13</b>	<b>4</b>	<b>7</b>	<b>1546</b>	<b>11</b>
	Cum. Total*	6	13	28	17	4739	11

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Life Sciences	12	25	7.9	65.8	8.4	70.0	8.0	66.7
Cluster 2: Physical Sciences	12	25	6.1	50.8	6.5	54.2	7.2	60.0
Cluster 3: Earth and Space Sciences	12	25	7.1	59.2	7.4	61.7	7.4	61.7
Cluster 4: Nature and Implications of Science	12	25	8.3	69.2	7.5	62.5	7.6	63.3

## Cluster 1: Life Sciences

- A. Classifying Life Forms
- B. Ecology
- C. Cells

## Cluster 2: Physical Sciences

- E. Structure of Matter
- H. Energy
- I. Motion

## Cluster 3: Earth and Space Sciences

- D. Continuity and Change
- F. The Earth
- G. The Universe

## Cluster 4: Nature and Implications of Science

- J. Inquiry and Problem Solving
- K. Scientific Reasoning
- L. Communication
- M. Implications of Science & Technology

Each content standard in the clusters shown is defined in Maine’s 1997 *Learning Results*, which are the basis for science and technology Grade Span Expectations. Each item on the MEA measures a grade span expectation, which can be found at <http://www.maine.gov/education/lslat/gles.htm>.

# SCIENCE AND TECHNOLOGY RESULTS

(CONTINUED)

Test Date: March 2008  
Grade: 4  
SAU: MSAD 56  
School: Stockton Springs Elementary

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	15	1	7	6	40	6	40	2	13	443	55	4	45	44	7	443	13991	6	51	32	11	444
<b>Ethnicity</b>																						
African American/Black	0										1						385	2	27	35	36	434
American Indian or Native Alaskan	1										2						101	3	44	44	10	441
Asian or Pacific Islander	0										0						262	5	52	28	14	443
Hispanic	0										0						162	2	38	39	21	439
Caucasian/White	14	1	7	5	36	6	43	2	14	442	52	4	44	44	8	443	13080	7	52	31	10	444
Not Reported	0										0						1					
<b>Identified disability</b>																						
Yes	5	0	0	1	20	2	40	2	40	434	17	0	29	47	24	438	2370	2	32	41	25	437
No	10	1	10	5	50	4	40	0	0	447	38	5	53	42	0	445	11621	7	55	30	8	445
<b>Current LEP</b>																						
Yes	0										0						379	1	25	35	39	433
No	15	1	7	6	40	6	40	2	13	443	55	4	45	44	7	443	13612	6	52	32	10	444
<b>Economically disadvantaged</b>																						
Yes	8	0	0	2	25	4	50	2	25	438	35	3	40	49	9	441	5470	3	41	39	18	440
No	7	1	14	4	57	2	29	0	0	449	20	5	55	35	5	446	8521	9	57	27	7	446
<b>Migrant</b>																						
Yes	0										0						5	20	20	40	20	443
No	15	1	7	6	40	6	40	2	13	443	55	4	45	44	7	443	13986	6	51	32	11	444
<b>Gender</b>																						
Female	10	1	10	5	50	3	30	1	10	444	31	3	55	39	3	443	6929	6	49	33	12	443
Male	5	0	0	1	20	3	60	1	20	440	24	4	33	50	13	443	7061	7	53	30	10	444
Not Reported	0										0						1					
<b>Title 1A targeted program</b>																						
Yes	9	0	0	2	22	5	56	2	22	438	18	0	28	61	11	439	1888	1	32	44	23	437
No	6	1	17	4	67	1	17	0	0	450	37	5	54	35	5	445	12103	7	54	30	9	445
<b>Gifted/talented program</b>																						
Yes	1										1						266	30	65	5	1	457
No	14	0	0	6	43	6	43	2	14	441	54	2	46	44	7	443	13725	6	51	32	11	444

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# SCIENCE AND TECHNOLOGY RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
Grade: 4  
SAU: MSAD 56  
School: Stockton Springs Elementary

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	7	0	0	0	0	1	100	0	0	434	4	0	0	100	0	437	5	4	37	36	22	439
B. less than one hour	67	1	10	3	30	5	50	1	10	443	75	5	54	37	5	445	74	6	53	31	10	444
C. one to two hours	20	0	0	3	100	0	0	0	0	448	18	0	30	60	10	439	18	7	52	32	8	445
D. more than two hours	7	0	0	0	0	0	0	1	100	428	4	0	0	50	50	431	2	4	31	33	32	437
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about science?</b>																						
A. The questions on the test match what I have learned in science class.	7	0	0	0	0	1	100	0	0	434	16	0	89	11	0	450	24	9	53	28	10	446
B. They match some of what I have learned.	47	0	0	4	57	2	29	1	14	444	42	4	39	52	4	444	49	6	54	31	9	445
C. They match just a little of what I have learned.	47	1	14	2	29	3	43	1	14	443	40	5	36	45	14	440	21	4	47	36	13	442
D. There is no match.	0										2	0	0	100	0	430	6	2	35	37	25	438
<b>Which of the following best describes how you rate yourself as a student in science?</b>																						
A. very good	20	0	0	0	0	2	67	1	33	433	15	0	38	38	25	438	25	9	53	27	10	446
B. good	73	1	9	5	45	4	36	1	9	445	55	7	57	30	7	446	54	6	55	30	9	445
C. fair	7	0	0	1	100	0	0	0	0	444	29	0	31	69	0	441	19	3	43	40	15	441
D. poor	0										2	0	0	100	0	438	3	2	28	42	29	435
<b>How difficult was the science part of this test?</b>																						
A. harder than my regular schoolwork	7	1	100	0	0	0	0	0	0	466	13	14	29	57	0	445	22	5	45	35	15	442
B. about the same as my regular schoolwork	40	0	0	2	33	3	50	1	17	437	58	3	53	38	6	443	62	7	53	31	9	445
C. easier than my regular schoolwork	53	0	0	4	50	3	38	1	13	444	29	0	38	50	13	441	16	7	52	28	13	444
<b>How often do you have science classes?</b>																						
A. every day	13	0	0	0	0	1	50	1	50	433	11	17	33	33	17	446	24	7	48	33	12	444
B. a few times a week	47	0	0	3	43	3	43	1	14	443	33	0	50	44	6	444	53	7	54	31	9	445
C. once a week	27	1	25	1	25	2	50	0	0	446	25	7	43	43	7	444	9	6	46	33	15	442
D. a few times a month	13	0	0	2	100	0	0	0	0	446	31	0	47	47	6	440	14	5	50	31	14	443
<b>Which statement best describes how you learn science?</b>																						
A. I mostly read a textbook and answer questions, and/or take notes and do assignments. I use science kits for demonstrations and experiments.	0										13	0	57	43	0	447	25	5	48	34	13	443
B. I work in groups to design and conduct experiments.	73	0	0	4	36	5	45	2	18	438	42	0	30	52	17	438	27	4	46	37	13	442
C. I do a combination of A and B, but mostly A.	13	1	50	1	50	0	0	0	0	461	29	6	56	38	0	446	26	7	56	28	8	445
D. I do a combination of A and B, but mostly B.	13	0	0	1	50	1	50	0	0	448	16	11	56	33	0	449	22	9	55	26	9	446
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											